

2.R.1.1 Students can **decode** to read and **recognize** words.

Learning targets to meet this standard:

- Distinguish beginning, middle, and end sounds in words
- Identify long and short vowel sounds
- Identify diphthongs (oi, oy, au, aw, ow, ou) and digraphs (ch, sh, th, wh)
- Identify syllabication – orally the number of syllables in a word
- Identify compound words
- Identify common abbreviations (months, days of the week)
- Identify singular possessives
- Identify regular inflectional endings, (e.g.), -s, -es, -ed :

Verbs Defined:

- Decode - take a word apart and say it correctly
- Recognize - to show by pointing or explain by speaking, drawing, or writing

Key Terms Defined:

- Regular inflection endings - endings that do not change the base word spelling

Teacher Speak:

Students can decode (take a word apart and say it correctly) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

Student Speak:

I can take a word apart and say it correctly (decode) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

Example:

Inflection endings ex. cat—cats; bench—benches; want—wanted

Possible resources/references:

2.R.1.2 Students can read simple contractions and **identify** the two words which are combined in text.

Learning targets to meet this standard:

- Recognize that two words put together form one word
- Recognize that an apostrophe takes the place of a letter or letters in a contraction

Verbs Defined:

- Identify - to show what I know by pointing, writing, speaking or drawing

Key Terms Defined:

Teacher Speak:

Students can read contractions and identify (to show what I know by pointing, writing, speaking or drawing) the two words which are combined in text.

Student Speak:

I can read contractions and show what I know by pointing, writing, speaking or drawing (identify) the two words which are combined in text.

Example:

Contractions: I will—I'll, is not—isn't

Possible resources/references:

2.R.2.1 Students can **apply** strategies to read and **comprehend** text.

Learning targets to meet this standard:

- Using wh-questions (who, what, where, when, why)
- Drawing conclusions
- Determining author's purpose
- Relating prior knowledge
- Restating details
- Finding main idea
- Setting a purpose for reading

Verbs Defined:

- Apply – use for a purpose
- Comprehend – to understand and make sense of

Key Terms Defined:

- Strategies – ways to do something

Teacher Speak:

Students can apply (use for a purpose) strategies to read and comprehend (understand and make sense of) text.

Student Speak:

I can use for a purpose (apply) strategies to read and understand and make sense of (comprehend) text.

Example:

Possible resources/references:

2.R.2.2 Students can read aloud fluently to **comprehend** text.

Learning targets to meet this standard:

- Recognize high frequency words and read accurately
- Read with expression, including phrasing
- Vary reading rate according to text
- Comprehend what is read

Verbs Defined:

- Comprehend - understand and make sense of

Key Terms Defined:

- Fluently – smoothly and accurately, and with expression

Teacher Speak:

Students can read aloud fluently (smoothly and accurately) to comprehend (understand and make sense of) text.

Student Speak:

I can read aloud smoothly and accurately (fluently) to understand and make sense of (comprehend) text.

Example:

Repetitive readings
Choral readings
Timed reading

Possible resources/references:

2.R.3.1 Students can **recognize** different genres of literature.

Learning targets to meet this standard:

- Identify the characteristics of fairytale/folktale:
 - oral tradition
 - remote time/place
 - once upon a time...
- Recognize the difference between fantasy and reality
- Recognize the difference between fiction and nonfiction

Verbs Defined:

- Recognize - show by pointing or explain by speaking, drawing, or writing

Key Terms Defined:

- Genres - types of
- Literature - stories
- Non-fiction - expository text

Teacher Speak:

Students can recognize (show by pointing or explain by speaking, drawing, or writing) different genres (types of) literature (stories).

Student Speak:

I can show by pointing or explain by speaking, drawing, or writing (recognize) different types of (genres) of stories (literature).

Example:

Fairy tales: Cinderella, Sleeping Beauty

Possible resources/references:

2.R.3.2 Students can **identify** the literary elements of character, setting, plot, and theme in literature:

Learning targets to meet this standard:

- Identify character
- Identify setting
- Identify plot
- Identify theme

Verbs Defined:

- Identify - show what I know by pointing, speaking, drawing, or writing

Key Terms Defined:

- Literary elements - character, setting, plot, theme
- Literature - stories

Teacher Speak:

Students can identify (show what I know by pointing, speaking, drawing, or writing) the literary elements of character, setting, plot, and theme in literature (stories).

Student Speak:

I can show what I know by pointing, speaking, drawing, or writing (identify) the character, setting, plot and theme in stories (literature).

Example:

Possible resources/references:

2.R.3.3 Students can **identify** rhyme, rhythm, alliteration, and a simple pattern in poetry.

Learning targets to meet this standard:

- Identify rhyme
- Identify rhythm
- Identify alliteration
- Identify an ABAB pattern in poetry

Verbs Defined:

- Identify - show what I know by pointing, speaking, drawing, or writing

Key Terms Defined:

- Rhyme - the ending part of a word that sounds like the ending part of another word
- Rhythm - the beat of a poem
- Alliteration - using words with repeated (the same) initial sound
- Pattern - the ending part of the line that matches or rhymes the ending of another line in a poem
- ABAB - a pattern in which the alternate lines in a poem rhyme

Teacher Speak:

Students can identify (show what I know by pointing, speaking, drawing, or writing) rhyme, rhythm, alliteration, and a simple pattern in poetry.

Student Speak:

Students can identify (show what I know by pointing, speaking, drawing, or writing) rhyme, rhythm, alliteration, and a simple pattern in poetry.

Example:

Possible resources/references:

2.R.4.1 Students can **compare** and **contrast** different versions of literature from different cultures.

Learning targets to meet this standard:

- Determine how characters are the same
- Determine how cultures are different
- Compare versions of the same story (plot, character, setting)
- Contrast versions of the same story (plot, character, setting)

Verbs Defined:

- Compare - show how things are the same by telling, pointing, and writing
- Contrast - show how things are different by telling, pointing, and writing

Key Terms Defined:

Teacher Speak:

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different versions of the same fairy/folk tale from different cultures.

Student Speak:

I can show how things are the same by telling, pointing, and writing (compare) and I can show how things are different by telling, pointing, and writing (contrast) different versions of the same fairy/folk tale from different cultures.

Example:

Little Red Riding Hood from different cultures

Possible resources/references:

2.R.4.2 Students can **compare** and **contrast** different stories from various time periods.

Learning targets to meet this standard:

- Determine how characters are the same
- Determine how cultures are different
- Compare versions of the same story (plot, character, setting)
- Contrast versions of the same story (plot, character, setting)

Verbs Defined:

- Compare - show how things are the same by telling, pointing, and writing
- Contrast - show how things are different by telling, pointing, and writing

Key Terms Defined:

- Various time periods - past, present and future

Teacher Speak:

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different stories from different time periods.

Students Speak:

I can show how things are the same by telling, pointing, and writing (compare) and I can show how things are different by telling, pointing, and writing (contrast) different stories from past, present and future (various time periods).

Example:

Historical fiction (Laura Ingalls Wilder), Science Fiction

Possible resources/references:

2.R.5.1 Students can identify and utilize text features to **comprehend** informational texts.

Learning targets to meet this standard:

- Locate five parts of a book: title page, index, table of contents, body of book and glossary
- Identify and use three text features : bold/italics, headings, captions, maps and graphics
- Identify fact/opinion

Verbs Defined:

- Comprehend – to understand and make sense of

Key Terms Defined:

- Informational texts – non-fiction text

Teacher Speak:

Students can utilize text features to comprehend (understand and make sense of) informational texts.

Student Speak:

I can utilize text features to understand and make sense of (comprehend) informational texts.

Example:

Possible resources/references:

2.R.5.2 Students can **apply** alphabetical order to the second letter when using dictionaries and encyclopedias.

Learning targets to meet this standard:

- Use encyclopedias to locate information
- Use dictionaries to locate information
- Use guide words (ABC order to the 1st letter) to locate information

Verbs Defined:

- Apply - use for a purpose

Key Terms Defined:

Teacher Speak:

Students can apply (use for a purpose) alphabetical order to the second letter when using dictionaries and encyclopedias.

Student Speak:

I can use for a purpose (apply) alphabetical order to the second letter when using dictionaries and encyclopedias.

Example:

Possible resources/references: